



Secondary Handbook

Academic Year
2011 - 2012



UNIVERSITY of CAMBRIDGE
International Examinations

Accredited by
the International Baccalaureate

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1 Introduction

Welcome to the Secondary School of The Sultan's School. We place a strong emphasis on community spirit and trust that soon you and your children will feel part of a close knit and caring group of people.

As part of the process to improve communications between The Sultan's School and Parents, we have created our 'Secondary School Handbook'.

The handbook will be revised each academic year for both new and existing parents so that you are aware of our school systems and procedures.

The handbook relays information for the Secondary School.

We would appreciate your feedback and comments on this handbook, so it can be further refined and updated to benefit us all.

Please complete the feedback sheet found at the back of the booklet and return to school with your son/daughter.

2 The Sultan's School's Vision and Mission Statement

Mission:

The Sultan's School is a co-educational school offering a bilingual Arabic-English education from early childhood to pre-university.

The school seeks to provide a broad and balanced education to the highest quality, which reflects and strengthens the Omani and Islamic culture while encouraging an international perspective and developing critical, creative thinking in its students.

Vision statements:

To:

- be compassionate and benevolent in its approach. The school will demonstrate its commitment to the local community and its international responsibilities with strategies embedded in the curriculum and in projects outside the classroom.
- equip its students with a full command of the English language. This ambition will be supported at all levels throughout the school by a range of creative and innovative policies.
- strengthen the international quality of the school. To balance the emphasis on English, special prominence will be given to Arabic, Islamic and Omani culture.

- deepen still further the links with the school's Alumni. The school will seek to live up to its claim as The Sultan's School, which has a unique and strong position in Oman and the Middle East, in order to pursue partnership initiatives, which add real and lasting value to both the school and Oman.
- establish an international reputation for music and art. Special focus on music and art will support the school's desire to achieve a premier position in Oman for culture and innovation.
- embrace fully information and communication technology. The school's vision for its management, its employees and its students will be sustained by advanced ICT strategies and resources.

The Sultan's School is an accredited centre for Cambridge and International Baccalaureate examinations.

3 Ownership and Board of Governors

The school is jointly owned by the pension funds of the Diwan of Royal Court and the Royal Oman Police who have the legal authority for all aspects of the operation. The Owners approve financial plans, the policies under which the school is administered and programmes for future development.

3.1 BOARD OF TRUSTEES

Authority to oversee the management of the school, within policies that the Owners have approved, is delegated to the Board of Trustees ('the Board').

The Board consists of six members appointed by the Owners to represent the interests of the two pension funds. It also contains a representative from the Omani Ministry of Education and an independent individual appointed by the Chairman. The Board and its sub-committees work with the Principal and Executive to ensure the smooth running of the school.

4 The Sultan's School Staff, Teaching Staff & Assistant Teachers

As in all years, there have been some natural changes in the staffing body. We are pleased to welcome a total of 16 new staff to the Sultan's Secondary School. Please refer to the table below:

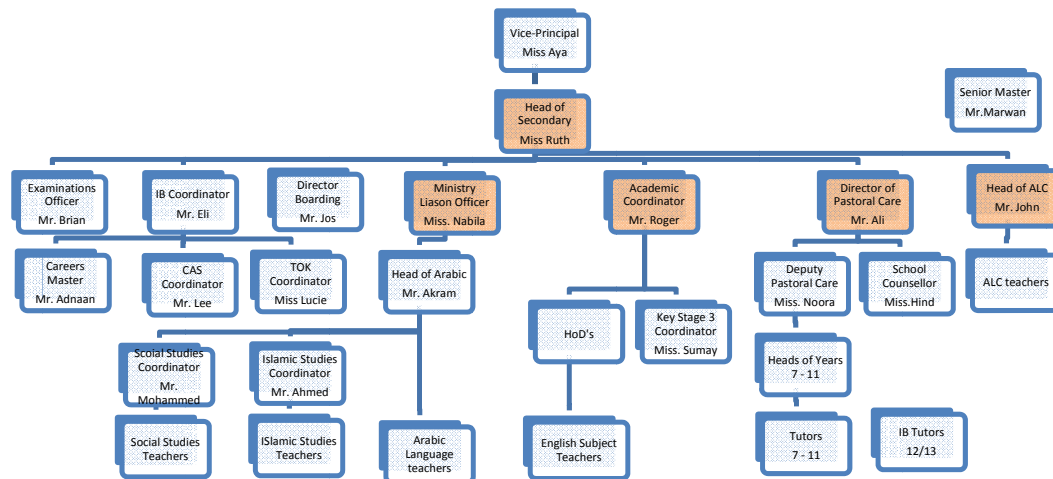
Departed Staff	Position	Replacement
Ray Zinsli	Head of Secondary	Ruth Noble
Gregory Kenny	Humanities	Paul Bates – Maths ICT
Chris Harrison	Mathematics	Thomas Loome
Peter Ross	Mathematics	Paul Bates
Ralph Millington	Mathematics	David Latimer
Andrew Taylor	Chemistry	Ian Bevis
Darren Jones	Head of Music	Lisa Morgan
Mark Jolley	Physical Education	Ian O'Sullivan
Stephen Wood	Physics	Mark Power
Frances Sheahan	English	Yolanda Chiwara
	New positions	Name of staff
	Islamic teacher	Mohammed Al-Khanjari
	Economics	Paul Bird
	English teacher	Shelly Owens
	Social Studies and Civics teacher	Ibrahim Al-Rawahi
	Physical Education teacher	Scott Demellweek

4.1 General Overview / Management of the Secondary School

In addition to new staff, there has been a review of the management of the Secondary School. The school will be lead by a Secondary Leadership Team (SLT). This will comprise of Miss Ruth, Head of Secondary, Miss Nabila, Ministry Liaison Officer, Mr Ali, Director of Pastoral Care, Mr. John, Head of ALC and Mr. Roger, Academic Coordinator. This team will be supported by the return of the position of Senior Master, Mr. Marwan, although his role will be modified from previous years. The main emphasis of the Senior Master's role in the Secondary School is with the discipline of the students. The IB coordinator, Mr. Eli Bomfim also plays a critical role in the running of the IB years.

Please refer to the organisational chart below for the new Secondary Structure

4.1.1 Management Structure of the Secondary School



Key: Shaded = Secondary Leadership Team (SLT)



4.2 Secondary School Years 7 - 11

The Secondary School comprises of four classes in each Year group from Year 7 to Year 11. These Year groups are allocated a Homeroom Tutor to look after their needs whilst at school. Although many staff will be teaching your son or daughter, the first port of call for all communications should be through the Homeroom Teacher.

4.3 Scholars and Boarders

There are approximately 50 students in Years 7 to 13 who board at the school. These students are known as the scholars and have been chosen on the basis of their achievement in their local Government schools and are sponsored principally by 'The Diwan of Royal Court'. They are taught by a specialist ESOL teacher for English.

4.4 Sixth Form - IB

The IB Diploma Programme is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification that is widely recognized by the world's leading universities. The curriculum contains six subject groups together with a core made up of three separate parts (extended essay, theory of knowledge and creativity, action, service). Students that do not fulfil the requirements to follow the complete IB Diploma Programme (see item 14) are placed in IB courses which can award IB certificates if properly fulfilled.

In the IB years, students will be in smaller tutor groups of between 10 and 12 students. Each of these tutor groups will have a personal tutor. They will ensure that they coordinate with all staff and the IB coordinator to make sure these students are progressing. Once again, the first port of call for any communication should be through the IB tutor.

4.5 Advanced Learning Centre

The Sultan's School also runs the 'Advanced Learning Centre' for students who have completed their secondary education in government schools and are sponsored by PDO. The ALC provides 'A' Level courses in Maths, Physics and Chemistry, and preparation for IELTS to enable students to take up places in English medium universities. This programme is run by Mr. John Watson and further information on this section of the school can be gained from him.

4.6 Administration (ADM)

The Administration of the school is led by Mr. Graeme Garret as the new school Principal. He is assisted with an Executive comprising of Miss Aida Garrett, Vice-Principal, Mrs Ruth Noble, Head of Secondary, Mr. Stuart Bradley, Head of Primary and Mr. Yayha Kindi, Head of Finance. The team is ably supported by their own departments and personal assistants.

4.7

School Calendar: Terms and Dates

2011/2012	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.
August			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
September						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
October	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				
November				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30		
December						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						
January		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			
February					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29		
March						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						
April		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30				
May				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	
June							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
Colour Code:		School Holidays			Professional Days Holidays - National Holidays may be subject to change.		

4.8 Times of the School Day

Below you find the standard timetable for the Secondary School.

	1 08:25	2 09:05	09:45	3 10:05	4 10:45	5 11:25	6 Lunch 1 12:05	7 Lunch 2 12:45	8 13:25	9 14:05	Activities 14:50 – 15:45
Saturday			B								
Sunday			R								Detention
Monday			E								
Tuesday			A								
Wednesday			K								

4.9 Early Morning /Break time/ End of the School Day Procedures

4.9.1 Early Morning Procedures

The school expects all students to attend school every day and arrive by 07:50. Any student who is absent must have a genuine reason.

- Registration period runs in the Homeroom from 7.55 - 8.13am;
- Students arriving after 08:00a.m. are registered late;
- At 8.13am students are led to Flag by their Homeroom Teacher;
- Students arriving after 8.13am should register with the PA Head of Secondary in the Green Block. They will be issued a late slip to take to their teacher.
- Any student who arrives at school after 10.00am will be classed as absent from school and should bring a note to explain their absence. They must report the PA of the Head of Secondary.

The late arrival and early departure of students will be recorded in the register by the PA of the Head of Secondary. The secondary office will also maintain an accurate record through the day of students arriving at school late and leaving early in the attendance sheet. Late arriving students will be issued with a late arrival slip which should be shown to the class teacher as the student enters class.

4.9.2 Break times and Lunch

Students are encouraged to get some exercise during breaks and move around the campus, within bounds. Lunch sittings are dependent on the Year group of the student.

4.9.3 End of School Day

The school day ends at 14:45. However, some students may well still be at school due to a late ending activity etc. All students should be picked up by 15:50 at the latest. Late students will be found in the library.

5 Afternoon Activities

Extra Curricular activities are an important aspect of the student's life. They enhance the experiences of the pupils and afford them the opportunity to activities outside of the academic world. They provide an excellent opportunity to foster good relationships between students and teachers outside of the classroom. There are a large variety of activities that students can sign-up for. These are two main activity sessions in the year.

5.1 International Award

The International Award is an exciting self-development programme available to all 14 to 25 year olds. Over 7 million young people worldwide have taken up the Award challenge. The Award is tough but it is about individual challenge, not about reaching specific standards set by someone else. Young people design their own Award Programme, set their own goals, and record their own progress. The only person they compete against is themselves, by challenging their own beliefs about what they can achieve. The school offers a chance for students to be involved in this award.

5.2 Creativity Action and Service (IB CAS)

The Creativity, Action and Service programme is the third element at the core of the full IB Diploma. All students who are seeking to qualify for the full IB Diploma must successfully participate in and fulfil the requirements of the CAS programme during 2 years of study.

CAS is a framework for experiencing learning and is designed to involve students in new roles. The emphasis is on learning by doing real tasks with real consequences and reflecting on these experiences over time. It is also an extra-curricular programme that is designed to challenge and extend a student. Students must engage in activities that include a balance of creativity, action and service.

Creativity is interpreted as imaginatively as possible to cover a wide range of art and other activities. Action does not restrict itself to expeditions, sport, or physical training, but may include carrying out creative or service projects. Service emphasises community or social service. Students must complete **50 hours of each as a minimum**.

The IBO's goal is to educate the whole person and foster responsible, compassionate citizens. The CAS programme encourages students to share their energy and special talents with others.

6 Head Girl and Head Boy

The Head Boy and Girl carry out a variety of different tasks which help the smooth running of the school. They are the leaders of The Student Voice; they have to take the responsibility for sharing the views of the students with all members of the school. The following is a list of the qualities we expect in the Head Boy and Girl:

- Initiative
- Commitment
- Reliability and time management skills
- Communication skills
- Organisation (personal and the ability to work in teams)
- Perseverance
- Determination
- Humility (the role represents the school, but at the same time it represents a service to other students)
- Responsibility
- Leadership

This year's Head girl is Banan and the Head boy is Muataz

7 Role of the Home Room Teacher

The Role of the Home Room Teacher is:

- to look after the students in regard to their wellbeing. The Home Room Teacher should strive to know about the various aspects of the students' life in school, at home and in the community;
- to record attendance, absence and punctuality;
- to monitor the progress of the student, and intervene at an early stage where appropriate;
- to give educational support and advice where appropriate;
- to ensure that students are aware of school expectations and policies;
- to be aware of social interactions within the homeroom and to take appropriate action where problems are encountered;
- to promote a sense of identity and social responsibility between members of the Home-room group;

8 Equipment

All students are expected to attend school with the appropriate equipment required for their lessons. A minimum equipment list is given below:

1. Pen
2. Pencil
3. 30cm Ruler
4. Coloured pencils

5. Sharpener
6. Calculator
7. Eraser
8. Maths set (including protractor and a compass)

9 Uniform

All students are required to wear uniform when attending school and for all school trips, unless otherwise specified. The uniform comprises of:

Omani Boys – white dishdasha with kummah or mussar (to be worn at all times); brown, black or white sandals.

Non-Omani Boys – grey, black or navy blue trousers, white short-sleeved shirt, button front with collar (not polo shirt) worn tucked into trousers; toning socks; black, lace-up shoes.

Girls – navy blue pinafore dress, with modest, round or square neckline, loose fitting, to finish at the ankle in Yrs 9 – 13 (slit permissible, no higher than the knee) or to cover the knee in Years 7 and 8; white, button front blouse with collar and minimum elbow length sleeves; head-scarf (optional); white socks; conventional, flat shoes, single colour (black, brown or navy blue), with strap (converse, high heels, slippers and flip-flops should not be worn). Make-up is not permitted until Year 10 and above when a minimal amount of kohl and clear lip-gloss is allowed. Only transparent nail polish is allowed.

During cooler weather boys and girls may wear a navy blue, black or white sweater, cardigan (zip-up or buttoned) or sweatshirt; this item should be plain and without decoration; 'hoodies' are not allowed.

Jewellery – both boys and girls may wear a simple wristwatch; girls with pierced ears may wear a pair of simple stud earrings. The school cannot accept responsibility for the loss of valuable jewellery items.

Hair – unnatural hair colours are not allowed. Boys' hair must be short, neat and tidy. Girls must wear long hair tied back for health and safety reasons; a fringe is permitted.

9.1 Sportswear

(boys& girls) – white, royal blue, green or red t-shirt according to house colour.

Boys – navy blue shorts; white socks; trainers.

Girls – navy blue or black lightweight track suit; white socks; trainers.

Swimming kit: – Navy blue or black shorts for boys, one piece suit for girls. Swimming cap for girls.

Please clearly mark all items of uniform, including PE Kit, with your child's name; this will enable us to return items of lost property to their rightful owners.

10 Homework

Homework is learning which takes place outside the classroom and for which the student herself/himself is expected to take responsibility. It is just as much part of the teacher's plan for the student's learning as work done in class.

At The Sultan's School homework is an important aspect of learning. It emphasises that homework is part of the learning cycle and is neither an 'add on' nor optional. The school views homework as an entitlement for all students and is an essential part of the learning process. The school undertakes to provide appropriate homework for all students, and to ensure that this work is marked or reviewed in class by the teacher.

Homework can take several forms: planned tasks, spontaneous work - emerging from an idea arising during class work, self-contained work, preparation for class work etc

10.1 Homework Diaries (Contact Books)

Student homework diaries are more than a book in which to document homework, they are a means of communication for students, parents and teachers, and as such we need to encourage students to have them available at all times.

If students lose their diary in the course of the year they will be required to pay for a replacement.

10.2 Students

Students are each issued a diary and are expected to record the following;

- The lesson timetable
- Details of homework set on a daily basis, and date when it should be submitted.

Students are expected to enter details of homework when it is set; if none is set then for the appropriate subject students should enter 'NONE SET'.

Students are expected to submit their diary to parents and form tutors on a weekly basis for signing. Diary checks will be carried out regularly by the Head's of Year.

10.3 Teachers

Subject teachers set homework according to the needs of the class. Clear instructions should be given so the student knows what to do and is clear when to submit homework. Reasonable time is given for completion of the task. Many tasks may be larger pieces of research or projects, spanning a week or so.

The teacher has access to all diaries to make comments on the allocated day when necessary.

10.4 Parents

Parents have a vital role to play in their son or daughter's education, and homework is an important part of this process. The school urges parents to encourage their son or daughter to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows them to do their best. Parents can support their son or daughter by providing a good working space at home.

Parents will be kept fully informed of any day-to-day incidents through student diaries.

Please could parents **sign diaries weekly**.

Parents should use the diaries as a primary line of communication, to write notes to the Home Room Teacher or subject teacher.

10.5 Homework Tasks

Homework is an integral part of the secondary school experience. In Years 7 and 8, homework tasks are specific in nature and can often be done in one sitting for the next class. As the student moves to the senior section of the school, the nature of the work changes and it is difficult to precisely predict the amount and variety of subjects a student will have on any one night. In this section of the school, it is not the policy to overload a student, but there is a great deal to cover in their syllabuses. Therefore, homework increases as the student nears the examination year.

The nature of the task may also change in the senior section of the school. It is hoped that students take more responsibility for their own learning and such tasks as research, project work and the reading of literary text are more common than a set exercise. Students should always have homework to do, even if it is reading their notes or English/Arabic literature books.

Homework is an essential part of a student's education. It serves to reinforce taught concepts and to teach the skill of working individually. Homework tasks also help a student organise their academic life. It is hoped that by the end of year 13, students are equipped with the skills of self-study and organisation needed for the next stage of their education.

Approximate time allocation for homework tasks for school nights:

Year	Approximate Time
Year 7	45 minutes
Year 8	1 hour
Year 9	1 hour
Year 10	1.5 hour
Year 11	1.5 hour
Year 12	2 hours
Year 13	2 hours

11 Behaviour

11.1 General Guidelines

	Criteria	Description
1.	Act respectfully and safely at all times	
2.	Make learning effective and fun	<ul style="list-style-type: none"> • Be on time for school, lessons and activities. • Come prepared to all lessons and activities • Be fully committed to all lessons and activities. • Concentrate in class and do not disrupt lessons or activities. • Complete the work given to you. • Be honest with all schoolwork.
3.	Dress appropriately and inoffensively	<ul style="list-style-type: none"> • Follow the Dress Code • Always bring your PE kit on the correct days and change back promptly into uniform after PE lessons
4.	Respect other people	<ul style="list-style-type: none"> • Never be aggressive, violent, intolerant or bully. • (If someone is aggressive to you, don't respond. Tell a teacher.) • Use respectful language at all times.
5.	Be healthy	<ul style="list-style-type: none"> • Use of tobacco or illegal substances is strictly prohibited. • Chewing gum in school is not allowed. • Dropping litter is prohibited. • Picking up litter is encouraged
6.	Respect property	<ul style="list-style-type: none"> • Theft is a serious offence • Vandalism is a serious offence • School property must be kept in the best possible condition • Do not bring valuable items to school. (No mobile phones or electronic devices) • Dress appropriately and inoffensively
7.	It is the school's policy to react to all breaches of the Code of Conduct	

11.2 Discipline and Sanctions

If a student behaves in an inappropriate manner they receive a verbal warning from the class teacher. The class teacher determines appropriate punishment – extra work / short break-time detention etc. This will be recorded in the student's diary and entered into the teachers' incident book.

Referrals are given for more serious offences and handed directly to the Senior Master to take action. A student may receive a formal detention on a Tuesday afternoon.

We have an open door policy and if concerns are raised through our staff meetings or there is a pattern of misbehaviour from a particular student, the Form Room Teacher will call parents in to discuss how to modify the student's behaviour or attitude. More serious matters will be dealt with by the Heads of Years, the Senior Master and the Director of Pastoral Care.

We always expect the highest standards of behaviour from all of our students.

11.3 Code of Conduct

The document below can be found in a separate file.

Pos	Offence	Action	1 st Repeated offence	2 nd Repeated offence
1.	In possession, using, under the influence of or selling illegal substances	Immediate external suspension and further investigations started for permanent exclusion		
2.	In possession, or promoting pornography	Immediate external suspension and further investigations started for permanent exclusion		
3.	Theft	Immediate external suspension and further investigations started for permanent exclusion		
4.	Having a fire arm, fire lighters or other dangerous objects in school	Immediate external suspension and further investigations started for permanent exclusion		
5.	Physical assault on a member of staff	Immediate external suspension and further investigations started for permanent exclusion		
6.	Using a knife as a weapon	Immediate external suspension and further investigations started for permanent exclusion		
7.	In possession of tobacco products or smoking	Warning given and a detention. Passed through to Executive	Internal suspension for 2 days. Verbal talk from Head of School. Parents informed.	Immediate external suspension and further investigations started for permanent exclusion
8.	Verbal abuse/disrespect of staff member or worker	External suspension for three days	External suspension for one week	Immediate external suspension and further investigations started for permanent exclusion
9.	Throwing missiles at others with intent to harm	Two days external suspension	External suspension for one week	Immediate external suspension and further investigations started for permanent exclusion
10.	Fighting	Internal suspension for two days	Internal suspension for three days	External suspension for one week, if repeated again, expulsion
11.	Physical damage to school property	Payment for repair, student aids in the repair and internal suspension for one day	Payment for repair, student aids in the repair and internal suspension for two days	As deemed suitable
12.	Use of foul language	Parents called.	Parents called.	Parents called.
13.	Plagiarism in coursework or project work	Work not graded and parents informed	Work not graded. One day internal suspension and firm warning	Removal of candidate from coursework option if IGCSE /IB coursework and entry into written paper.
14.	Copying homework or other school work	Both parties work is ungraded	Both parties work is ungraded and parents informed.	Both parties work is ungraded and parents informed.
15.	Cheating in a test or internal examination	Exam paper not marked and two days internal suspension	Exam paper not marked and two days external suspension	Exam paper not marked and one week external suspension
16.	Bullying: involved in any deliberate, verbal or non-verbal, behavior that intends to hurt, offend, isolate, embarrass or distress another e.g. rumour mongering, hiding belongings, isolating, teasing, name calling, eye rolling etc.	One day internal suspension and parents informed.	Two day external suspension and parents informed.	One week external suspension
17.	Not showing up for a team sports event or similar school event when chosen without a valid excuse accompanied by a letter from home	One day internal suspension	Two day internal suspension	One day external suspension
18.	In possession of a mobile phone, i-pod or similar electronic devices banned in school	Confiscation for the rest of the term (sim card may be returned)	Confiscation for the rest of the term (sim card may be returned) detention given.	Confiscation for the rest of the term (sim card may be returned) detention given.
19.	Showing disrespectful behaviour during Flag	Reprimand given	Detention	Detention
20.	Bringing chewing gum, laser devices, stick	Permanent confiscation of items and detention	Permanent confiscation of items and detention	Permanent confiscation of items and detention

The disciplinary code given above is a guide; it is by no means exhaustive and circumstances that are not included may be handled differently.

In the event of other incidences occurring not on the above table, the school shall use their discretion as to the correct consequence.

11.4 Praise and Rewards

Rewarding students is an aspect of school life. It is the positive side of our discipline strategies. Rewards can be frequent and progressive.

We reward students by teacher comments, both verbal and written, and by awarding house points associated with the house system.

The house points form a significant part of our rewards system. House Points are given for outstanding effort or behaviour. The Home Room Teacher records the house points.

11.5 Detention

Detentions may be given for a variety of reasons. These may be due to disciplinary problems, homework not done or lateness. If your son or daughter has been placed in detention, you will be contacted by the Senior Master. All detentions take place on Sunday afternoon from 14:50 – 15:50.


11.6 Report Cards

Teachers and parents may find that a student is causing concern either with their behaviour or their effort towards their studies. In these cases, the relevant Head of Year will issue the student with a 'yellow report card' or a 'blue behaviour target card' in order to monitor the students' performance in school. Teachers and parents have the responsibility of monitoring the card and signing it daily.

Students must bring the card to school daily and ensure the card is signed by both teachers and parents. Failure to produce the card and signatures results in the student being moved onto the 'red effort card'. Effort cards are often used after exam periods to encourage better performance. Behaviour cards are issued as and when needed. Communication with parents and the support of parents is of the utmost importance when any of these cards are issued, in order for the student to benefit fully from these procedures.

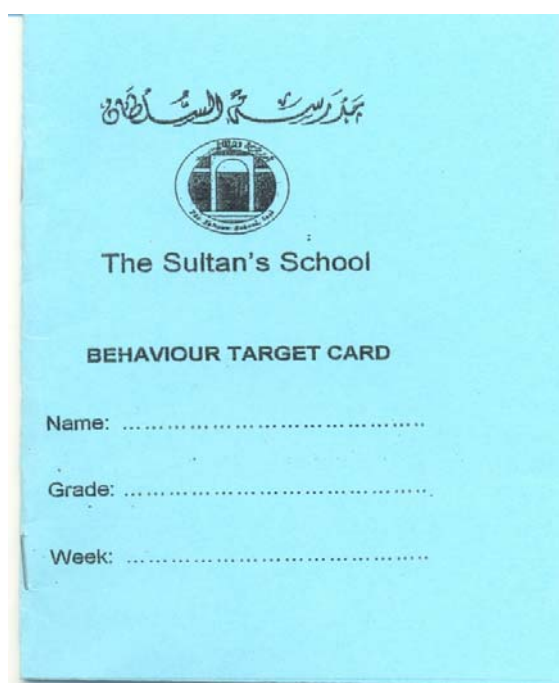
If the student fails to make an improvement whilst on the yellow effort card, they will move up to the red card which is monitored in the same way. If no further improvement is made by the student, they will then be passed to the Senior Master and the Director of Pastoral Care.


11.6.1 Yellow Effort Card

<p>درجات الجهد</p> <p>1 ممتاز</p> <p>2 جيد</p> <p>3 جهد مرضي</p> <p>4 جهد غير مرضي</p> <p>5 جهد غير مقبول</p> <p>EFFORT GRADES</p> <p>1 Excellent</p> <p>2 Good</p> <p>3 Satisfactory</p> <p>4 Unsatisfactory</p> <p>5 Unacceptable</p>	<p>بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ</p>  <p>The Sultan's School</p> <p>EFFORT REPORT CARD</p> <p>Name:</p> <p>Class:</p> <p>Date:</p>
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MONDAY	Did this student behave during the lesson and NOT disrupt the class or the work of other students? ✓ or ✗	Did this student stay focused on his own work and complete the task set? ✓ or ✗	Teacher's Initials	TEACHER'S COMMENTS (in the case of ✗)
Period 1				
Period 2				
Period 3				
Period 4				
Period 5				
Period 6				
Period 7				
Period 8				

11.6.2 Blue Behaviour card




The Sultan's School
BEHAVIOUR TARGET CARD
 Name:
 Grade:
 Week:

MONDAY	Did this student behave during the lesson and NOT disrupt the class or the work of other students? ✓ or ✗	Did this student stay focused on his own work and complete the task set? ✓ or ✗	Teacher's Initials	TEACHER'S COMMENTS (in the case of ✗)
Period 1				
Period 2				
Period 3				
Period 4				
Period 5				
Period 6				
Period 7				
Period 8				

11.7 Attendance

Attendance and punctuality are vital in order to allow students to reach their full potential. The following document outlines the rules and procedures regarding these issues.

1. The school expects all students to attend school every day. Every single day is absolutely vital. A day missed is an opportunity lost. Any student who is absent must have a genuine reason, studying at home for tests, quizzes and exams is not a viable excuse.
2. Registration begins at 7.55am prompt. Any student who arrives in their homeroom after the 8.00am bell will be marked as being late.
3. If students arrive to school after homeroom registration they must sign in the late book which will be in the Secondary Office.
4. Any student who arrives at school after 10.00am will be classed as absent from school and should bring a note to explain their absence. They must sign in the 'late book'
5. Medical appointments should be made outside of school hours, wherever this is possible.
6. If a student is late on 3 occasions they will serve an after school detention on the following Sunday.
7. If a student is absent for more than 2 days the school will contact the parents to find out the reason for the absence.
8. The day after a student returns to school after a period of absence the homeroom teacher must be given a note in the contact book to explain why the student was ab-

sent. The homeroom teacher will amend the register and place an 'E' in the absence circle which denotes the absence has been explained.

9. If a student fails to bring a note explaining their absence then the homeroom teacher will inform the Head of Year who will follow up and ensure a note of explanation is received. If a student fails to bring a note within 3 days the Head of Year will follow up the absence by contacting home.
10. If a student continually fails to provide a note to explain their absence they will be placed in detention and contact made with their parents for an explanation.
11. If a student knows they will be absent from school they should inform their homeroom teacher in writing and inform their subject teachers verbally.
12. If a student needs to leave school early due to illness or to attend an appointment they must sign out from school in the 'signing out' book which will be kept in the Secondary office. A written note should be provided to verify the appointment date and time.

A reason for a period of absence is always required. The school will contact parents who have not offered a reason and after a week process will mark the absence as unauthorized if no reason is provided.

11.7.1 Unexcused Absences

All absences which are not due to a student's illness, a family emergency, or have been excused ahead of time, will be unexcused and will be recorded as such in the student's records. Students whose absence is unexcused may receive failing grades for missed work.

11.7.2 Lateness to Class

Student must attend lessons on time. Any delay is not acceptable, however if the student comes late to the class, subject teacher should inform the Home Room Teacher to discuss this with the student. If the student continues to be late the Home Room Teacher will call the student's parents.

11.7.3 Absent from Class

If a student misses a lesson, the subject teacher will notify the Head of Year and Home Room Teacher. The Head of Year will call to inform the parents about this case.

12 Assessment and Reporting

We are introducing a different way of assessing student progress this year. This change will enable a more diagnostic and progressive approach to learning. It is important that students reflect on the skills they have learnt, this will help them adjust the quality of work they are producing. In order to help students achieve this, the emphasis will increasingly become more focused on formative teacher feedback. This feedback will include information regarding the skills the students have displayed as well as recommend ways in which students can further develop and improve. This comment and skills based approach towards assessment has proven to be extremely effective in raising academic performance.

Students will continue to be engaged in a variety of assessment procedures, including class work, homework, projects, unit tests and examinations. Parents will be kept informed of their son's or daughter's progress via comments in exercise books, contact books, reports and parent teacher conferences.

12.1 Reporting of performance

12.1.1 Key Stage 3

In reports, students will receive a 'grade' based on their current curriculum/syllabus level; the tables below will help you interpret corresponding grades and levels at Key Stage 3 (Years 7-9). The progress of each student can then be recorded and monitored throughout the secondary phase. For example, a student may enter secondary school at level 4, and finish Year 9 with a level 6; this enables progress to be recorded and monitored. Reports will also comment on any improvements a student has made as well as the key areas they should address in order to progress further.

12.1.2 Key Stage 4

IGCSE grades will be awarded according to the standards set in the relevant Cambridge syllabus and reflect the teacher's predicted grade for that student in their final IGCSE exam (A*, A, B, C, D, E, F, G, U). Satisfactory progress in any subject will be reflected in the achievement of a grade C or higher.

12.1.3 Key Stage 5

IB levels will be awarded according to the assessment standards set in the relevant IB syllabus. Report levels will reflect the teacher's predicted grade for that student in their final IB Exam (7, 6, 5, 4, 3, 2, 1). Satisfactory progress in any subject will be reflected in the achievement of a level 4 or higher.

12.2 Examinations

Formal exams are held at the end of the year for Year 7 – 13. Year 11 and 13 Mocks are held early in term two. Exams are followed by reports, which indicate the term and exam grade.

13 Transition to IGCSE and IB Study

In Year 9 and 11, students consider which subjects they would like to take at IGCSE and IB. In order for informed decisions to be made, we hold a number of meetings as well as providing a Year 9 and Year 11 Options Booklet.

At the end of year 11, students take the IGCSE examinations and based on their results, they are then admitted or not to take the full IB diploma or the IB certificate courses. The minimum requirements for the IB diploma programme is to have been awarded 5 C's or higher in the IGCSE examinations. For the IB certificate courses, a minimum of 3 C's or higher is required. Students who achieve lower than that will have to retake the Year 11 prior to entering the IB programme.

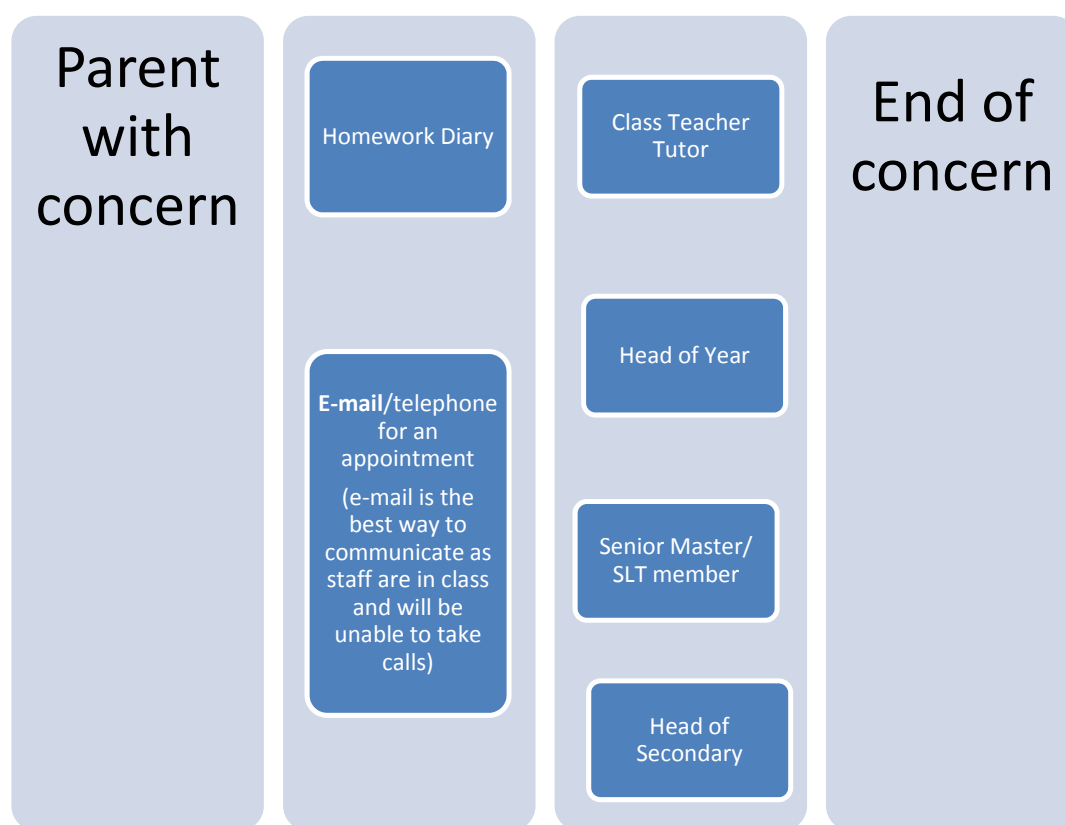
14 Procedures for Making Appointments

One of our aims is to encourage communications with both parents and students.

The most direct method of communication with the class teacher or form tutor and the first form of contact regarding your child is through the Homework Diary. This can be in the form of written information or a request for an appointment. Please ask your child to show the message to the correct teacher.

It is hoped that matters of concern can be solved at this level, however the class teacher / Home Room Teacher may refer the matter to the Head of Year.

If you have any major concerns that cannot be dealt with by the Home Room Teacher or the Head of Year, please do not hesitate to contact Mrs Ruth Noble about Secondary School matters by telephoning for an appointment.



Most issues and concerns can be dealt with using the above course of action. Very serious disciplinary cases may be passed to the Head of Secondary or the Principal in the case of expulsion. **It is important to note that any cause for concern that has not been through the correct channels will not be dealt with and parents will be encouraged to contact the form tutor as the first step.**

Teachers are generally available at the start / end of the school day for a quick word or to schedule an appointment. Please be aware however, that they may be teaching or have scheduled other meetings. **Please refrain from seeing a teacher in the working day in their classroom unless you have a scheduled appointment.** The homework diary is important and remains the best method of communication.

15 Informing our Parents

The Sultan's School aims to keep parents informed of its developments through various channels whether about school events or your child's progress and development.

1. Our newsletter, which provides news, achievements, reminders and information of forthcoming events.
2. Letters are distributed via the students giving information or asking for a response via a tear-off slip on various issues.
3. Invoices are sent out for fees, and other payments.
4. Extra-Curricular activity letters are sent out each term for your son/daughter to take the opportunity to participate.
5. Reports are distributed, giving parents an in-depth review of their son/daughter's progress at the end of Term 1 and Term 3.

Parents are invited to the Sultan's School when their son/daughter is performing in special events such as Drama evenings and School Plays. Details will be provided by the class teacher. Also check the notice-board near the drop-off zone for weekly events, as well as homework diaries. The school uses the Web site to provide parents with information and an SMS service is used.

In addition parents are invited into school for the following meetings and presentations.

Term 1	<ul style="list-style-type: none"> • Orientation Meetings • Parent / Teacher Meetings
Term 2	<ul style="list-style-type: none"> • Y9 and 11 Options Evening • Parent / Teacher Meetings
Term 3	<ul style="list-style-type: none"> • Graduation • Sports Day • Parent /Teacher Meetings

16 Trips and Visits

Educational visits are an important part of every student's experience whilst at The Sultan's School and are planned to supplement work completed in class.

Visits are planned well in advance, and staff will go before a planned trip to ensure that it is suitable for the children and appropriate to their learning needs.

There are two types of visits:

- Day trips that stay in the locality of the school
- Residential trips

When a trip is planned, parents will receive a letter about the trip. No student will be taken on a trip without the written consent of a parent / guardian.

Parents will be asked to pay for the cost of residential trips.

Students are expected to sit sensibly on the buses and should bring adequate provisions with them such as a healthy packed lunch and a bottle of water as well as a cap and sun protection

if it is an outdoors trip. The school is not liable for the safekeeping of other personal possessions

A First Aid box is always carried in case of emergencies.

17 Accidents and Illness

The School Nurse is found in the Green Block where there is a 'sick bay' facility.

The Sultan's School does not permit students to come to school with any Medication.

If your son/daughter needs to take medication during school hours, this can be arranged with the nurse who can administer medication with written permission from parents. She can be contacted through the School Office.

If your son/daughter has an accident during school hours the following procedures are followed;

- Minor injuries (cuts and scrapes) are dealt with by supervising staff and the nurse.
- Injuries requiring more attention are dealt with by supervising staff/ School Nurse and parents will be contacted by telephone.
- In the event of more serious injuries, an Ambulance may have to be called, and parents will be alerted immediately.

It is the parent's responsibility to update the school nurse with contact/medical details.

18 Items not allowed in school

No student is allowed to have a mobile phone, lap top or any other electronic device in school. The exception to this is students in the Senior School who need lap tops for study and they have gained permission. If students do bring in such items they will be confiscated and placed in the school safe until the end of term, when a parent may collect the item.

Allowances will be made for students who need to have a phone on them for travelling to away games. Students in these cases must hand in their phones at the start of the school day to the office and collect it before they embark on their travels.

Students must not bring items such as knives, matches, cigarette lighters, cigarettes, fireworks and any other potentially dangerous items. Potentially dangerous items will be confiscated on sight. Students are not allowed to chew gum in school.

19 Appendix 1 – Summary of Secondary Departments

19.1 Mathematics

We in the TSS Mathematics department believe that mathematics is best learned in a structured framework with continuity of progression. We also practice a balance of teaching styles; direct teaching, individual work, group work, discussion, problem solving, investigations and practical work. Our teachers are experienced, friendly and supportive and have taught in many different countries and consequently students from a variety of cultures and abilities. Together we form a strong team. We aim to provide a curriculum which supports the students with different ability and learning styles and to stretch each student's abilities to succeed in a very competitive subject.

Students are expected to have the following in class, every lesson: blue or black pens, ruler, eraser, sharpened pencils, protractor, compass, a scientific calculator. A folder will also be needed to store your handouts, tests and examination question booklets.

Some of year 10 and 11 and all of year 12 and 13 will need a Graphical Display Calculator, for school work and examinations.

19.2 Arabic Department

The Arabic Department is large and also includes Islamic Education and Social Studies. The Ministry of Education curriculum is implemented.

19.2.1 Islamic Education

The Ministry's curriculum for Years 7 to 13 is applied and students participate in most activities organised by the Directorate General for Private Schools, such as competitions for memorisation of the Holy Qu'ran. Emphasis is placed upon marking special religious occasions such as the Hijra, Al Israa wal Miraj, the Prophet's birthday (PBUH) by inviting guest speakers. The Department also oversees the reading of the Holy Qu'ran at morning Assembly.

19.2.2 Social Studies

Our students take this subject in Years 7, 8 and 9 and then again in Years 12 and 13. The coursework is enriched with trips and excursions, local and residential, e.g. to forts, museums, the Majlis Al Shura etc. There are also educational visits to Egypt, Syria and Jordan.

19.2.3 Arabic Language

Students follow the Ministry of Education curriculum in Years 7, 8 and 9 which is enriched with additional material.

In Years 10 and 11, students prepare for the Cambridge IGCSE examinations and follow their syllabus for Arabic. The reading of two novels is part of the course.

In Years 12 and 13, students prepare for the IB Diploma and Arabic is studied at Higher or Standard level. During the course, students develop an appreciation of Arabic Language and Literature and widen their written and oral skills in literary criticism and powers of expression.

19.3 English

The English department is a large department made up of eight specialist teachers that teach across the English curriculum. The department guides students towards the gradual progression that ultimately culminates with the IB Diploma. The aim of the department is to produce confident speakers who write in a variety of forms and styles. In addition, we aim to encourage students to enjoy the process of learning.

In Years 7-9 students study at least three plays, three novels and a selection of poetry. Through the study of texts they will develop both their language and literary skills. Assessment is a combination of key assignments worth 50% of their final grade. This offers the student a wide range of activities in which to display their new skills. Two internal examinations contribute 50% towards their final grade and this consists of two internally set examinations.

In year 10, students embark on their first international examination programme which is the Cambridge syllabus. Students are offered a language and a literature course allowing them the opportunity to complete two IGCSE examinations in English. The skills taught in years 7-9 are further developed in order to prepare students for the examinations. The aim of the department is for all students to achieve the minimum of grade C in their examinations.

The internationally recognized IB programme is a final and most demanding international examination. It is recognized as the equivalent of six 'A' levels. The course is a combination of language and literature. The assessments are both internal and external and require the student to complete a variety of written and spoken tasks as well as two written examination papers. This rigorous programme gives the students an ideal start for their progress into tertiary education.

19.4 Science

There are eleven fulltime Science teachers and five Laboratory Technicians. At present, there are teachers from England, USA, Wales, South Africa and New Zealand. The teachers bring a varied set of experiences to the Science Department. They have experience of having taught in many different countries and consequently students from a variety of cultures. They have taught a variety of courses. The teachers are experienced, friendly and supportive of each other and the department in general. Together we form a strong team.

The Science Department works with two different student groups: the Sultan's School students and the Advanced Learning Centre students; (A-level Physics and Chemistry).

The majority of the students in the Secondary section of The Sultan's School have progressed from the Primary section. Their level of English is generally good and they are taught Science in English within a bilingual programme.

19.4.1 Facilities in the Science Department

There are currently nine Science laboratories: four sited in the main school complex and five in a building known as the ALC Centre (80 metres from the school site). The school site laboratories comprise two Biology labs and two General Science labs. At the ALC there are two Physics labs, two Chemistry labs and a General Science Lab. Both sites have excellent preparatory rooms manned by our superb technical team. The labs are very well resourced and maintained, air conditioned and contain white boards, storage cupboards or shelves, a ceiling mounted projector + laptop computer. Four of the nine labs are equipped with computers with internet and intranet access for student use.

19.4.2 Science Curriculum

The curriculum for Years 7, 8 and 9 is based on the English National Curriculum and delivered through the 'Science Works' scheme. At the IGCSE options evening towards the end of Year 9, the students are given the opportunity to choose one, two or three Sciences at IGCSE based on recommendations from their Science teachers, these recommendations are largely driven by the students' performances over the three year KS3 course. Years 10 and 11 Biology, Chemistry and Physics follow the IGCSE Cambridge Examining Board specification, sitting the examinations at the end of Year 11. Year 12 and 13 students work towards the International Baccalaureate diploma and certificate. Students choose one or two Science courses at IB. The ALC students study at The Sultan's School for two years. During that time they are examined in the units of the EDXCEL A Level in Physics and Chemistry.

19.5 Information and Communication Technology (ICT)

Information and Communication Technology (ICT) is the study of technology and how it is used to communicate in the modern age. Based on the British Curriculum, ICT is compulsory in the Sultan's School from year one until year nine. At IGCSE, students may opt to study ICT and later during year twelve, we offer IB ITGS (Information Technology in a Global Society). While studying ITGS, students look at how ICT affects society on a local and international scale as well as ethical issues associated with technology.

Students will need to provide stationery except primary students. Year seven to nine students will require basic stationery such as a black/blue pen, pencil, ruler and eraser. Students in year ten onwards must provide an A4 file and lined A4 paper.

All ICT teaching resources for students in year one up to year thirteen can be found on the school Moodle website (WWW.TSSNET.ORG). Parents are invited to access the website from home to see what their son/daughter is studying in class. It would be beneficial if parents also encouraged students to use this facility to read through class notes in order to reinforce learning and retain information.

19.6 Geography Department

The Geography Department has seen its numbers increase dramatically this year in both the IGCSE and IB programmes. Currently there is only one full time and one part time staff member in the department. It is only offered for study from Year 10 to Year 13.

19.6.1 IGCSE Geography in Year 10 and 11:

IGCSE Geography is only offered at the extended level and comprises three examinations covering both Physical and Human Geography. Skills covered and examined include Paper 1 which is resource based questions, encouraging problem-solving and free response writing by the students. Paper 2 is mainly skills-based questions and tests the student's ability to handle various way of depicting geographical information, for example, map work. Students have the opportunity to do fieldwork and a practical component of the course. Paper 3 is an Alternative to Coursework examination where instead of carrying out fieldwork, students take a written examination on topics which normally would be done in a fieldwork situation.

19.6.2 IB Geography in Year 12 and 13: Offered at both HL and SL.

Both options complete a Core theme study which is compulsory and provides the student with an overview of the geographic foundation for key global issues. In the Optional theme HL students must choose three topics and SL students need only choose two topics on key global issues and they examine how the topic relates to international and real-world contexts. Only the HL students complete the HL Extension course which focuses on global interactions, flows and exchanges arising from the disparities that exist between places. It presents important and contestable geographic issues of change for HL students to question and encourages critical thinking and international-mindedness. In addition, students work independently on their Internal Assessments from the end of Year 12. These IA's are worth 25% of their total marks for SL and 20% for HL. They will be required to collect primary resources and to research their chosen topic independently and from their own observations and measurements collected in the field and so will need to work on weekends and in the afternoons in order to complete their primary research.

19.7 Drama Department

The Drama department offers students the opportunity to study IGCSE Drama and IB Theatre Arts in years 10 -13. Drama is also accessible for students in Years 7-13 through extracurricular activities, such as the annual school production. The department has two teaching members of staff; Mrs Jennifer Demellweek, Head of Drama and teacher of IGCSE Drama and IB Theatre Arts, and Mr Andrew Van Nooten, teacher of IGCSE Drama and English.

At IGCSE level all students are issued with a journal which contains course information, grading criteria and exam requirements. Students use this to write reflectively about their learning, which will form revision for their final examination and extend and reinforce class learning. IB students are also issued with a journal which is the central component to the IB Theatre Arts course.

With the nature of performing arts subjects, the study of Drama at examination level will inevitably lead to students spending some additional time in school, to rehearse their practical work.

19.8 Business Studies

The Business Studies department offers IGCSE Business studies, IB Diploma Higher Level Business & Management and IB Diploma Standard Level Business & Management.

All courses are designed to give students an understanding of business principles, skills and practices. Examples from carefully selected, relevant business situations are used to illustrate concepts and theories. At both IGCSE and IB level we explore a variety of topics which create a solid foundation in Business theory and practice.

Equipment needed by students

Calculators, lined paper, folders

Students are encouraged to read business magazines and journals

The Business Department has Moodle pages for both IGCSE and IB courses. This online resource is available for students and parents, it includes course syllabi for all courses, information from examination boards, presentations, worksheets, past examination papers with mark schemes, guidance on internal assessments and useful websites. www.tssnet.org.

19.9 Economics Department

Economics is offered as an option at IGCSE Level in Years 10 and 11 and as an IB programme in years 12 and 13. It is presently provided by one full time and two part-time members of staff at the school

19.9.1 IGCSE Economics in Year 10 and 11

IGCSE Economics comprises of 3 examinations covering a syllabus that looks at the economic world from the core idea of scarcity and choice, through the relationships between buyers and sellers in the theory of supply and demand. It then goes on to look at the markets where these two groups operate and then introduces the government aspect as a controlling, guiding and moderating influence on market activities. In the second year Economics expands to look at the interaction of the main blocks of an economy and how one economy interacts with others in free and controlled markets of international trade and currency. The examinations test the student's grasp of specialist terminology and theory. It asks them to develop their analytical tools and involves some basic numerical work. It also asks them to distinguish between value judgements and facts about economic issues while providing them with a greater awareness of the economic world around them and the challenges it faces. The IGCSE is an excellent starting point for students looking to study the subject as the IB level.

19.9.2 IB Economics in Year 12 and 13

Economics is offered at both Higher and Standard levels with 2 final term examinations for the Standard student and 3 (including an extra statistical paper) for the Higher student. In addition to this all students have to provide 3 commentaries for external assessment during the course on the economic concepts involved in topical articles chosen by the student. This will make up 20% of the final mark. The syllabus develops along the same lines as the IGCSE but expanding the levels of theory, the real life examples and the scope of analysis. This examination requires the student to be more selective and responsive to the material put in front of them. It asks them to synthesise information to come to more detailed and informed conclusions about the data provided. The depth of analysis increases significantly and students are expected to use the terminology, analytical tools and theories with confidence and relate them to material where the context is relevant with much less guidance than at IGCSE level. A student with an interest in the subject matter can start the subject at IB level without studying it at IGCSE.

19.10 Physical Education (PE)

Physical Education is taught from Pre-KG through to Year 13. There are currently 8 specialist PE teachers in the department. The English National Curriculum is delivered to students in order to educate groups in skills, knowledge and understanding across a wide range of sporting activities.

In the majority of year groups, PE is taught twice a week and, therefore, students need to own two PE kits (bought from the school shop). They will need a pair of sports training shoes and white socks. A swimming kit (blue or black costume/shorts, towel, hat and goggles) is also needed. Students may opt to buy specialist PE equipment such as, football boots, shin pads and long socks. In addition a tennis racquet (for example) may be purchased, although it is not essential for all students to buy these pieces of equipment and not compulsory.

The PE department host a range of whole school or Key Stage Sporting events around the year. All parents and other family members are invited to watch and support their child. Sports are a huge part of student life at The Sultan's School and this extends to after school activities (ECA's). These Extra Curricular Activities provide students with the chance to represent the school in teams, both in the Muscat Sports League and internationally in competition. We ask for full commitment regarding teams and training.

19.11 Art & Design

The Art & Design syllabus has been designed to provide a full spectrum of visual art experiences to a broad range of age groups and abilities. Our highly dedicated team is made up of teachers trained in the following specialisms: Graphic Design, Fashion & Textiles, Product Design and Fine Art. Following the British National Curriculum we see that individual teachers can plan and implement projects that build on their specialist areas of knowledge, while ensuring that the overall learning assessments are met.

Our current resources facilitate a wide range of mediums, which include those necessary for drawing, painting, textiles, printmaking, ceramics, and graphic design. Student's technical and aesthetic understanding of art is extended through local visits to galleries or historical sites of interest, as well as the critical analysis of artworks.

At the end of each school year the Art Department takes part in a whole school exhibition (yrs 1-13). The exhibitions give the parents an opportunity to view, appreciate and celebrate the student's year long achievements. Images from the exhibitions can always be viewed online.

A great emphasis is put on homework as it gives students the opportunity to practice skills and techniques covered in class. To facilitate this we ask that students have the following art materials at home: a range of graphite pencils (F, HB, 2B, 4B, 6B etc), colouring pencils, watercolour paints, oil pastels and a range of paint brushes.

19.12 Music

The Sultan's School offers Music classes to all students from Pre K.G. -9, and students who elect to do music from Yr 10 onwards.

Our music syllabus has been designed to provide a full spectrum of experiences to a broad range of age groups based on the English National Curriculum. Our current resources facilitate a range of opportunities, which include those necessary for composition, performance, listening, appreciation and music technology.

Outside regular classes, we aim to enhance the student's programme by offering:

- 1) An exciting selection of new extracurricular activities such as Glee Club, Rock Workshops and the Boarders Brass Ensemble
- 2) A limited selection of individual instrumental music lessons on instruments that include guitar, bass, piano and voice.
- 3) Participation in music competitions, school recitals, concerts and community events both in and out of school, such as The National Day celebrations, Graduation etc.

19.12.1 Instruments:

Yr 7 only will use

Recorders – these are small flutes provided by the department. Students continue using the same instruments from last year. These are usually kept in the dept. If students take them home for practise, they must be brought on days when they have music.

Yrs 7-11 will all use

Keyboards – these are in music keyboard lab for all to use.

Yrs 10 – 11/ IGCSE will also use their major instrument in performance classes (e.g guitar, flute, violin etc). Students should bring their own instrument from home to practise in classes.

The music department is delighted to be able to provide your child with a wide range of new, exciting extracurricular activities to join in.

19.12.2 Extra Curricular Clubs

19.12.2.1 The Sultan's School GLEE Club

All students from Years 4-13 are welcome to join this new fantastic, fresh and funky vocal group.

In GLEE Club, students will sing a varied repertoire of both Arabic and Western Music, with emphasis on Contemporary styles such as pop, rock, jazz and blues. As well as this, students will also learn the fundamentals of healthy vocal technique such as breathing, posture, intonation and placement in a relaxed, positive and fun environment.

If your child loves singing, this is the club for them!

19.12.2.2 ROCK Workshop

Students from Years 7-13 who have had private lessons and/or have knowledge or experience playing:

- Keyboard/Piano
- Bass Guitar
- Acoustic/Electric Guitar
- Drums

are encouraged to join this new and exciting workshop group.

Students in ROCK Workshop will learn how to play a wide variety of Contemporary styles such as Rock, Pop, Blues etc. Workshops will be run in small instrumental groups (drums, bass, keyboard, guitar) to learn songs, and then combined to form both small bands and a massed rock band of all the workshop participants.

N.B

1) Because of our limited resources (drum kits, guitars, amplifiers, etc) there will be a restriction on the number of students accepted into each instrumental group UNLESS the student can bring his own instrument and equipment (electric guitar/bass guitar and amplifier, drum kit)

2) In the case of there being more students than we can accommodate, students with the strongest musical skills/abilities and experience will be given priority.

19.12.2.3 The Sultan's School Boarders Brass Ensemble

To provide boarders the opportunity to play Brass music as an ensemble, and prepare for assemblies, Flag and other performances in the school and wider community. We welcome all students who can play a brass instrument to this ensemble.

Students who have had private lessons and/or have some knowledge or experience playing:

- Trumpet / Cornet

- Trombone
- French Horn
- Saxophone
- Tuba

N.B

1) Because of our limited number of instruments, admission will be restricted to past members, and additional boarders who are beginner brass players if an instrument is available.

2) In the case of there being more students than we can accommodate, students with the strongest musical skills/abilities and experience will be given priority.

19.13 Theory of Knowledge

“We shall not cease from exploration, and the end of all our exploring shall be to arrive where we started and know the place for the first time.” – T.S. Eliot

What is TOK?

When starting the TOK course, students typically have 16 years of life experience and more than 10 years of school-based education behind them. In their academic studies and experiences beyond the classroom, they have accumulated a vast repertoire of knowledge and a wide variety of beliefs and opinions – a process that will continue throughout their IB years. TOK gives students the opportunity to step back from this relentless process of acquisition and to think about and assess the knowledge they have gained over the years.

TOK encourages students to reflect on things that they have previously taken for granted; to critically re-evaluate previously trusted sources of information; to challenge previously held assumptions, prejudices and biases; to become more aware of the factors that have influenced their perspective and the perspectives of others; to become more internationally aware, more culturally sensitive and to take a fresh look at the world around them and see it in a way that they perhaps have not considered before.

Theory of Knowledge is a very different course to anything our students have encountered before. Some of the key differences are:

- the syllabus consists only of questions to be discussed rather than information that students have to learn;
- the classroom atmosphere is intended to be one of shared discovery and discussion rather than one of instruction;
- the student (and what they know or think they know) is the focus of the course.

TOK is a central aspect of the IB Diploma, its primary aim is to “encourage critical thinking about knowledge itself to try to help young people make sense of what they encounter” (TOK Study Guide 2008, IBO). Fundamental to the course are the central questions: What counts as knowledge? How does it develop? What are its limits?

TOK is not a philosophy course, and while students may look briefly at different philosophical thinkers it is grounded in the real world and we build on students’ own life experiences. The focus is on real life concerns, current affairs and the knowledge issues affecting the lives of our students.

Parent Feedback Sheet

The Sultan's School would value your comments and feedback.

We would like to know what you felt was relevant to you and whether you feel there is further information that should be added for the next academic year.

	Name	Year
Parent of Student(s)		

Please provide comments, and any aspects you would like to see added that are relevant to you as a parent.

Many thanks

Ruth Noble

Head of Secondary